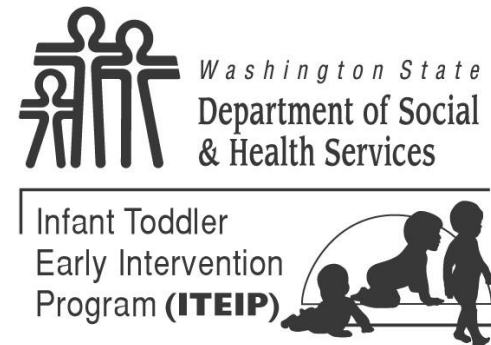


Implementing RCW 28A.155.065 Early Intervention Services

All School Districts Participating In Serving Children, Birth To Three, And Their Families

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Individuals With Disabilities Education Act (IDEA), Part C and Washington State's Program

- The Department of Social and Health Services (DSHS) receives federal IDEA, Part C funding to assure a statewide system of early intervention services is in place for infants and toddlers with disabilities or developmental delays and their families.
- The Washington Infant Toddler Early Intervention Program (ITEIP), within the Aging and Disability Services Administration, Division of Developmental Disabilities, administers the federal IDEA, Part C program.

Individuals With Disabilities Education Act (IDEA), Part C and Washington State's Program

- DSHS/ITEIP works in collaboration with,
 - Office of the Superintendent of Public Instruction;
 - Department of Early Learning;
 - Department of Health; and,
 - Department of Service for the Blind;to implement a *statewide system of early intervention services*, for children, birth to three, with disabilities and/or delays, and their families.

Individuals With Disabilities Education Act (IDEA), Part C and Washington State's Program

- **DSHS/ITEIP and its partners implement the program across these systems according to ITEIPs state plan that includes early intervention definitions, policies, procedures, and an interagency agreement at the state level.**

What Does The IDEA, Part C Require?

- **Early intervention services must be available to all eligible infants and toddlers and their families.**
- **DSHS/ITEIP, the State Part C Lead Agency, is to implement the requirements and purposes of IDEA, Part C.**

Congressional Intent

- To enhance the development of infants and toddlers with disabilities;
- To minimize their potential for developmental delay; and,
- To recognize the significant brain development that occurs during a child's first three (3) years of life.

Congressional Intent

- **To reduce the educational cost to our society, including our nation's schools, by minimizing the need for special education and related services after infants and toddlers with disabilities reach school age.**
- **To maximize the potential for individuals with disabilities to live independently in society.**

Congressional Intent (cont.)

- **To enhance the capacity of families to meet the special needs of their infants and toddlers with disabilities.**
- **To enhance the capacity of state and local agencies and service providers to identify, evaluate, and meet the needs of all children, particularly minority, low-income, inner city, and rural children, and infants and toddlers in foster care.**

Goal of Early Intervention

- To enable young children to be active and successful participants during the early childhood years and in the future in a variety of settings – in their homes with their families, in child care, in preschool or school programs, and in their community.

From Early Childhood Outcomes Center

Child Outcomes for Early Intervention

- Children have positive social-emotional relationship
- Children acquire and use knowledge and skills
- Children use appropriate behaviors to meet their needs.

Family Outcomes for Early Intervention

- Families know their rights
- Families effectively communicate their child's needs
- Families help their children develop and learn

Early Intervention Local Contracts

- Each geographic service area (local lead agency) receives a contract to implement early intervention services, as defined by IDEA, Part C.
- Implementation varies in each service area and is based on local early intervention services plans and interagency agreements.

Early Intervention Local Contracts

- **Early intervention funding is used in accordance with IDEA, Part C , the local county/geographic area service plan, and interagency agreement (RCW 70.195).**
- **Each Local Lead Agency has ‘payer of last resort’ policies and procedures to assure non-supplanting of funds.**

Individuals with Disabilities Education Act (IDEA)

Part C (B-3)

- Part C federal regulations contained in 34 CFR Part 303
- State policies and procedures in the state's federally approved plan

Part B (3-21)

- Part B federal regulations contained in 34 CFR Part 300
- State regulations in WAC 392-172A

IDEA (cont.)

Part C (B-3)

- Early intervention to all eligible children
- Birth to three years of age
- Community providers, including school districts

Part B (3-21)

- Special education to all eligible children
- Three to 21 years of age
- School districts

Washington State Structure

Part C (B-3)

- **Lead Agency: DSHS/**
- **Lead Section: ITEIP**
- **Advisory: SICC**
- **ITEIP – Local Lead Agency – Family Resources Coordinators, Service Providers, and Families**
- **CICC – Advises the Local Lead Agency**

Part B (3-21)

- **Lead Agency: OSPI**
- **Lead Section: Special Education**
- **Advisory: SEAC**
- **OSPI – Local Education Agency – School District Staff, and Families**

All School Districts Participate in Serving Children, Birth to Three, and Their Families

RCW 28A.155.065

By September 2009, all school districts will be required to participate, in partnership with ITEIP, Local Lead Agencies, and community providers, in the early intervention system.

How Can School Districts Participate?

- **By providing services directly.**
- **Contracting with the Local Lead Agency and/or early intervention service provider(s).**
- **A combination of providing some services and contracting some services.**

Are School Districts Providing FAPE?

- No, school districts are not responsible for providing FAPE for children, birth to three.
- School districts' obligation for FAPE begins at age three (WAC 392-172A-02000).

Are School Districts Providing FAPE? (Cont.)

- **School districts are required to follow IDEA, Part C, Federal Regulations 34 CFR 303, and ITEIP early intervention policies, procedures, and definitions.**

Other Special Education Rules

- **WAC 392-172A-01035 (vii) Child with a developmental delay, birth to three.**
- **WAC 392-172A-0208 Transition of children from Part C to preschool programs.**

Other Special Education Rules

- **WAC 392-172A-2040 Child find for birth to three must be consistent with part C of the act.**
- **WAC 392-172A-03095 Part C participation with parent request at initial IEP meeting.**

Where are ITEIP Policies and Procedures?

- Washington State's Federally Approved Plan, Sections III and IV.
- ITEIP website at:
<http://www1.dshs.wa.gov/iteip>

Funding Sources

- **Private insurance must be used unless parents provide information and documentation of a financial hardship that would prevent their participation in early intervention services. Parents pay premiums, deductibles, co-pays, and co-insurance.**

Funding Sources

- **DSHS/Health and Recovery Services Administration (HRSA) - the state Medicaid Program - is the largest funding source.**
- **Division of Developmental Disabilities , Developmental Disabilities (DD) County Human Services Agencies, Child Development Services.**

Funding Sources

- **School districts currently serving birth to three.**
- **Department of Health, Children with Special Health Care Needs.**
- **IDEA, Part C (enhancement, payer of last resort).**

Other Potential Funding Sources

Basic Health	Basic Health Plus	Charitable Contribution
Children's Health Insurance Program	DDD, such as Family Support	Early Head Start
Elk's Therapy Program	Federal Impact Aid	Indian Health Services
Locally Raised Taxes	TANF (Work First) Child Care Block Grant	Title IV-E (Child Protective Services)
Title V Maternal and Child Health	Tribal Funds	TRIWEST (was TRICARE)
Women, Infants and Children (WIC)		

State Special Education Funding

- **School districts include birth to three children monthly on the P223H child count report.**
- **To be counted, children must be eligible, have a Registered Family Resources Coordinator, a current Individualized Family Service Plan (IFSP), and receiving services.**

Federal IDEA, Part C Funding

- ITEIP contracts with Local Lead Agencies
- Federal, IDEA, Part C, funding is payer of last resort

Federal IDEA, Part C Funding

- **Part C funds can not be commingled**
- **Part C funds are to supplement the level of state and local funds and in no case used to supplant state and local funds**

Eligibility

- A child is eligible if he or she demonstrates a delay of 1.5 standard deviation or 25% of chronological age delay in one or more developmental areas (Physical, *including vision, hearing, fine or gross motor*, Cognitive, Communication, Social/Emotional, and/or Adaptive).

Eligibility (cont.)

- **Has a diagnosed physical or mental condition that has a high probability of resulting in a developmental delay such as Down syndrome, cerebral palsy, Fetal Alcohol syndrome, orthopedic impairments, microcephaly, etc.**

Early Intervention Services

- **Assistive technology/services**
- **Audiology**
- **Family training, counseling, and home visits**
- **Medical services (only for diagnostic or evaluation purposes - does not cover services that are surgical in nature)**

Early Intervention Services (cont.)

- Health services (to enable the child to benefit from other early intervention services)
- Occupational therapy
- Physical therapy
- Nursing services (to enable the child to benefit from other early intervention services)
- Nutrition Services
- Special instruction

Early Intervention Services (cont.)

- **Psychological services**
- **Speech language pathology**
- **Social work services**
- **Transportation**
- **Vision services**

Early Intervention Services (cont.)

- Early intervention services also include Family Resources Coordination, by a Family Resources Coordinator (FRC).
- The FRC assists each family through:
 - The screening, evaluation, and assessment process;
 - The development of an Individualized Family Service Plan (IFSP);
 - The implementation of early intervention services; and
 - Transition.

Early Intervention Services (cont.)

When there is a concern about a child's development, refer the family to the Lead Family Resources Coordinator (FRC) in your geographic area or county.

To find the local FRC, contact the Family Health Hotline at 1-800-322-2588 or the ITEIP website at www1.dshs.wa.gov/iteip.

The Individualized Family Service Plan (IFSP)

- The IFSP process is the heart of Part C services. It is the global plan for health, education, and social services regardless of funding source.
- The family and professionals work as a team to identify and mobilize formal and informal resources to help their child and family reach the outcomes identified in the plan.

IFSP (cont.)

- **The IFSPs focus is on the child's development, within the context of the family's concerns, priorities, and resources.**
- **The IFSP includes outcomes for the child and the family (to enhance the developmental needs of their child).**

IFSP and Natural Environments

- **Part C regulations defines natural environment as:**
 - **Settings that are natural or normal for the child's age peers who have no disabilities.**

IFSP and Natural Environments (cont.)

- **To the maximum extent appropriate to the needs of the child, early intervention services are provided in natural environments, including the home and community settings in which children without disabilities participate.**

IFSP and Natural Environments (cont.)

- **This means early intervention services and activities are to be embedded into the child and family's natural and daily routine that includes the settings where the child and family lives, learns, and plays.**

IFSP and Natural Environments (cont.)

The provision of early intervention services for any infant or toddler with a disability *occurs in a setting other than a natural environment* that is most appropriate, as determined by the parent and the individualized family service plan team, *only when early intervention cannot be achieved satisfactorily* for the infant or toddler in a natural environment.

IFSP and Natural Environments (cont.)

- The IFSP must include a justification of the extent, if any, to which the services will not be provided in a natural environment.

IFSP (cont.)

- **No single agency is obligated to provide every service on the IFSP. The IFSP must define roles and responsibilities, including funding sources.**
- **IFSP services are coordinated among a variety of community agencies, with Part C funding as the ‘payer of last resort’.**
- **The IFSP Team may access a variety of resources to pay for services, including Medicaid, SCHIP, private insurance, Tri-West, County DD, as well as, school districts.**

School District Role in the IFSP Process

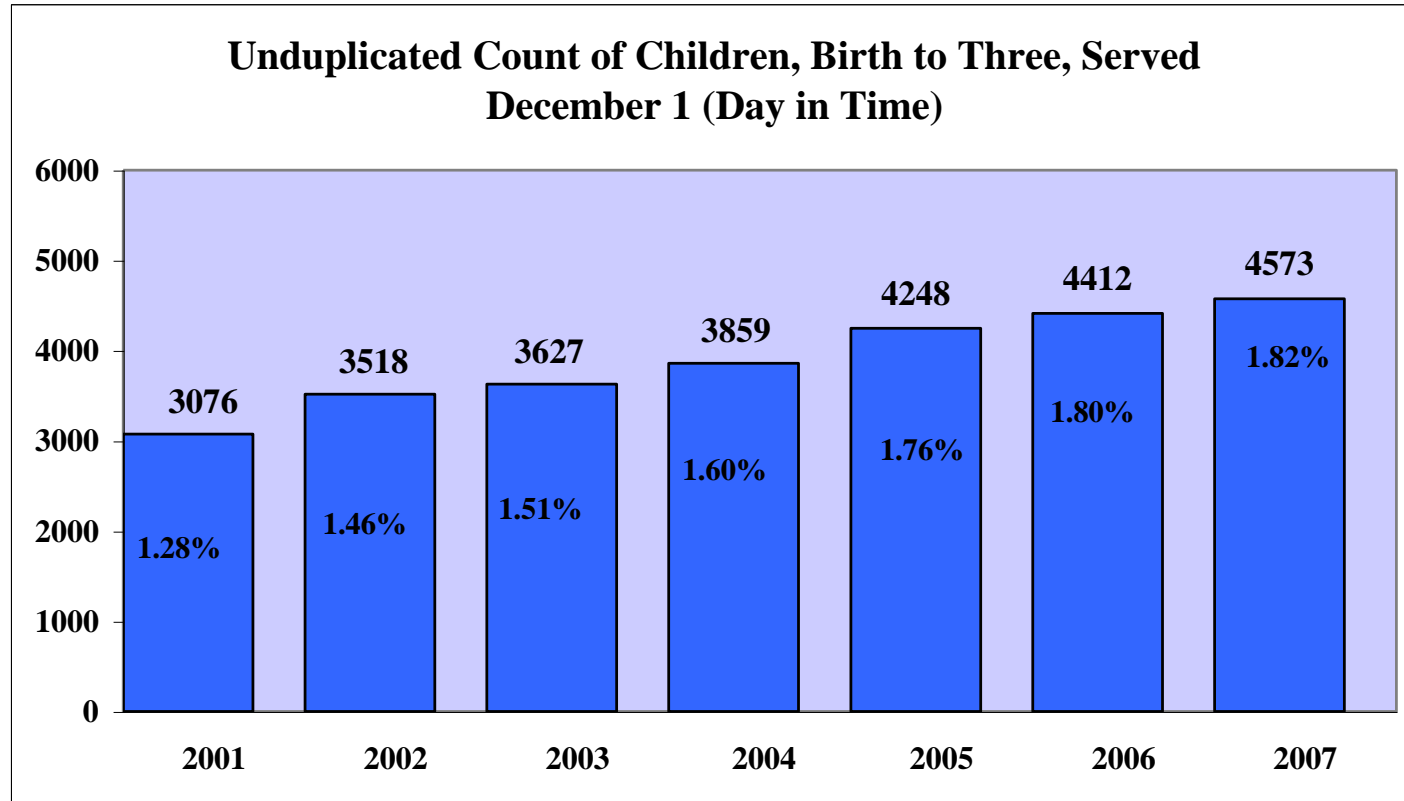
- School districts have an important part to play in the statewide early intervention system.
- School district personnel are one of the many community providers responsible for developing the IFSP.
- School district personnel, as part of the IFSP team, may also be responsible for providing early intervention services.

Infant Toddler Early Intervention Program Number Of Children Served

Washington Annual Cumulative Counts (Unduplicated)

<u>From</u>	<u>To</u>	<u>Counts</u>
• October 1, 2001	September 30, 2002	5934
• October 1, 2002	September 30, 2003	6506
• October 1, 2003	September 30, 2004	6806
• October 1, 2004	September 30, 2005	7436
• October 1, 2005	September 30, 2006	7957
• October 1, 2006	September 30, 2007	8214

Infants And Toddlers Who Received Services On The Federally Required Count For December 1 Each Year



ITEIP Program Data

Local Lead Agency and statewide Performance Plan (SPP) and Annual Performance Report (APR) data is located on the ITEIP website:

www1.dshs.wa.gov/iteip

Transition

Family Resources Coordinator Responsibilities

- **Notifying the family of the need for planning transition, at least six months before the child's third birthday.**
- **With family permission:**
 - **Notifying the school district regarding upcoming transitions**
 - **Transmitting information about the child to potential service providers, including the local school district**
 - **Convening a transition planning meeting at least 90 days before the child's third birthday**

Transition (cont.)

District Responsibilities

- Participate in the transition planning meeting that occurs at least 90 days prior to a child's third birthday.
- Initial evaluation to determine eligibility for Part B services.
- Assisting the family in determining the best placement for the child.
- Developing an IEP by the child's third birthday.

ITEIP Transition Outcome Data

- **3829 children transitioned out of early intervention services from October 1, 2006 through September 30, 2007**
- **26.3% (977) did not need special education services at age three**

Monitoring

- ITEIP monitors local lead agencies for compliance with IDEA, Part C
- Local Lead Agencies are required to:
 - Assure a local system of early intervention services are being implemented
 - Develop and implement local corrective action plans to improve performance or compliance
- Audits of local lead agencies occur approximately every four years
- Technical assistance is provided by Program Liaisons

Questions and Comments

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